# Massachusetts General Hospital
# School of Nursing
# 1975-1977

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## THE SECOND HUNDRED YEARS.

The Massachusetts General Hospital School of Nursing began a second century of service in 1973. Established in 1873 as the Boston Training School, it was one of three built on the tenets of Florence Nightingale. It is the only one to remain today, and is the oldest nursing school in the country.

The school has seen nursing change substantially in one hundred years. And the changes have been due largely to the energies of many determined individuals who contributed much of themselves to the students, the patients, the School, and the field of nursing as a result. Significantly, the graduates of the MGH School of Nursing have made impressive contributions throughout the world in the related fields of health care.

The Massachusetts General Hospital School of Nursing regards its reputation with pride, yet continues its energetic part in the demands of preparing men and women for the fast-changing role of nursing in society today. It is this sense of responsibility to the future perhaps, that causes many to regard the centennial as a commencement. For there is much work to be done.

1890's

1970's

## A CAREER IN NURSING.

The role of today's nurse has expanded dramatically to embrace a wide range of responsibilities. Nursing in the 70's is human relations, psychology, sociology, and group dynamics as well as anatomy, microbiology, chemistry, pharmacology and surgery. Preparation for a career in this challenging and rewarding profession is more demanding than ever before. The demands and challenges of a career in nursing are accompanied by unique rewards. Most nurses cite first the satisfaction which comes from mastering and practicing skills which directly help those who are suffering. In this respect, a nurse's personality and ability to relate to people and their emotional needs is frequently as important as his medical knowledge and skills. Opportunity for advancement, through increased experience, education and training, also makes nursing an attractive profession. More and more frequently, nurses choose to specialize in a particular area of medical and surgical nursing, often assuming major administrative responsibilities as they coordinate and direct the efforts of other health workers. The growing importance of the nurse's role in the overall medical picture is being reflected in growing salary and other working benefits, while the profession retains its traditional advantages of geographic mobility.

## CHOICE OF SCHOOL.

The choice of a school of nursing today should be made only after careful consideration of the many different educational programs now offered. Courses of study range in length from 12 months, required for practical nursing, to two, three, or four or more years for registered nurses. Nursing education programs include the two-year course leading to the Associate in Nursing degree offered by junior colleges; two- to three-year programs conducted by hospitals leading to a diploma in nursing; and programs offered by colleges and universities leading to the Bachelor of Science degree, usually four years in length. All entitle the graduate to take the examinations of the Board of Registration in Nursing to secure his licensure as a nurse.

Obviously, no one program is "best". Each applicant must analyze his own goals and resources carefully before making a choice. An individual whose goal is to learn to give direct care to patients in hospitals and clinics, for example, will probably find the hospital or junior college plan most suitable. Someone seeking maximum contact with patients might choose a hospital school. An individual wishing to begin nursing contact with patients as soon as possible will choose between the junior college and hospital school plans. If a career in public health nursing, or a general education combined with nursing, or specialization in a clinical field, is sought, then the baccalaureate degree program is indicated. Clearly, it is to the

individual's advantage to select as accurately as possible the program best suited to his goals at the outset. A later change in his program, while always possible, can be expensive in terms of time and, in some cases, duplicated courses since all three programs involve some similarities but differ in approach, content, and requirements.

Nursing schools today expect young men and women to have proven ability for study beyond high school, effective work methods, and the readiness to apply themselves seriously to the challenging and rewarding process of learning the skills which lead to a nursing career. As in other types of education, the expenses of nursing preparation continue to rise. While financial aid is available to qualified students in most schools, it is wise to have reasonable assurance that the costs of tuition, maintenance, and other fees for the entire program can be met by the individual's resources.

**MASSACHUSETTS GENERAL HOSPITAL.**
The Massachusetts General Hospital, the third-oldest voluntary, non-profit hospital in the United States, and the oldest in New England, was incorporated in 1811 and admitted its first patient in 1821. Since then, its doors have remained open to the public day and night. Its purposes today likewise remain unchanged: to care for the sick; to educate and train the medical professionals who give the care; and to conduct programs of research into the causes of disease. The MGH professional staff is composed of experts in the different branches of medicine and its laboratories are directed by recognized authorities in their fields. A teaching hospital of the Harvard Medical School, MGH is also affiliated with Massachusetts Eye and Ear Infirmary and the Shriners Hospitals for Crippled Children, Burns Institute, Boston Division. The McLean Hospital, MGH's psychiatric division, is located in nearby Belmont. On a given day, the 1,090 hospitalized patients at Massachusetts General are cared for by 1,012 active staff physicians, 693 house staff, and clinical and research fellows, 860 graduate registered nurses and 250 licensed practical nurses.

## PHILOSOPHY

1. We believe that nursing is an art and a science of interpersonal service to individuals and families. Nursing strives to meet human needs in sickness and in health and utilizes knowledge, understanding, insight, and skill, as well as individual responsibility and judgment.

2. Nursing involves the ability to assess situations, to make decisions, and to develop, implement, and evaluate a plan of comprehensive care together with other members of the health team. Nursing should contribute to health conservation, optimum utilization of capabilities, and the care of the sick and dying.

3. We believe that the students selected should have academic potential, interest in nursing, and motivation to grow personally, socially, and professionally.

4. We believe that education is a continuous process directed toward developing increased ability to reason, communicate, make relevant judgments, and master skills.

5. Learning is the dynamic growth process which is manifested not only by increasing knowledge and technical skills but also in goals, feelings, attitudes, life style, and personal commitments.

6. Learning is fostered when the student actively participates in satisfying learning experiences which are planned to occur in a definite progressive sequence, based on previously acquired knowledge and resulting in acquisition of meaningful predetermined goals. Learning experiences should be based on the student's readiness to learn, his needs, interests, and levels of achievement. Learning is fostered when the student had the freedom to question, explore, share, and evaluate his learning experiences.

7. We believe that faculty members should be interested in student learning, have specialized knowledge and skill in their own fields, and be cognizant of new concepts and practices in education and nursing. Faculty should be aware of issues and trends in nursing and the implications which significant socio-economic and political factors have for the School's program and for the student body. Faculty members attempt to provide experiences for students which will stimulate the students' desire to learn and to develop effective communication skills.

8. We believe that the faculty is committed to a concern for student welfare, embracing all aspects of personal and professional growth, and has the responsibility for the planning and direction of learning experiences of students, considering their individual goals and needs throughout the entire program. In fulfilling this responsibility, the faculty works with designated members of the health team and allied services within the hospital and the community to use most effectively the available resources.

9. At the end of the third level, the student functions as a nurse generalist, one who demonstrates an understanding of basic nursing care principles and skills applicable in all areas, who is prepared to develop specialized knowledge and nursing skills within the hospital and the community in whatever area he is employed, and who demonstrates a beginning understanding and skill in leadership.

## THE SCHOOL OF NURSING.

### Accreditation

The School of Nursing is approved by the Massachusetts Board of Registration in Nursing. In 1938, the School was surveyed and fully accredited by the National League for Nursing Education. In 1963, 1968 and 1974, it was again surveyed and accreditation was continued by the Accrediting Service of the National League for Nursing.

The opportunities offered by a large metropolitan area general hospital with over 1,000 beds assure broad learning experiences for students. The Massachusetts General Hospital and other organizations with which the School is allied offer extensive clinical resources and provide a diversity of situations in which plans are made for students to observe or actually participate. The General Hospital has facilities for instruction in nursing care for men, women, and children with medical or surgical conditions. The Baker Memorial and Phillips House offer similar facilities for the care of private patients. The Clinics, with a daily average of about 1,000 patients, provide unique opportunities for gaining experience in the care and rehabilitation of ambulatory patients.

Because of the relationship of the Hospital to the Harvard Medical School and Massachusetts Institute of Technology, and because of the large amount of research and the diversity of teaching programs conducted within the Hospital, all services provide maximum educational opportunities.

In addition to field trips for observation all students go to McLean Hospital or to other agencies for clinical experience in Mental Health Nursing and to the Boston Hospital for Women for clinical experience in maternity nursing under the guidance of instructors from the home school. The classes in Mental Health and maternity nursing are taught at MGH.

The Massachusetts General Hospital and the affiliated institutions where the students have maternity and Mental Health Nursing are accredited by the Joint Commission on Accreditation of Hospitals.

### Physical Facilities

Within the Hospital and School residences there are nine classrooms and five laboratories for the exclusive use of the School. Two laboratories are equipped for the teaching of sciences, and three for developing specific nursing skills. Various amphitheatres and conference rooms are also available, some in the clinical area where ward teaching conferences are held and where students may study and use special ward records.

The Palmer-Davis Library in the School of Nursing contains approximately 20,000 volumes including 200 periodical titles. A reading room composed of professional texts and journals, is located in the freshmen residence at 20 Charles Street: students have full access to the Warren Library, the patients' library of 10,000 volumes, and the Hospital's Treadwell Library of 39,000 volumes and 800 periodicals for special projects and papers.

Expanded Library services include the addition of audio visual media to the Library for student and faculty use. Such equipment provides the student with opportunity for assuming some independent responsibility for makeup and review of class materials as well as for self-directive study.

Housed in the Library is also a media production center to assist the faculty and students with developing instructional materials for School use which are eventually included in the Library collection for use by other students and faculty.

### Faculty

The teaching staff of the School of Nursing includes a large full-time faculty which is augmented by professional personnel from many areas within the Hospital. Sixty faculty members allow for an instructor/

student ratio of one to eight. The breadth of background and experience of the faculty is indicated by the fact that diplomas and degrees held by faculty members represent more than 20 different schools of nursing and more than 20 different colleges and universities in various parts of the country and Canada.

## ADMISSIONS

The nursing profession calls for a variety of skills and aptitudes and offers a multitude of opportunities for different kinds of service. During the educational period, students learn much from each other as well as in the classroom and clinical laboratory. For these reasons, the Committee on Admissions selects a carefully balanced group of approximately 130 students whose abilities, interests and experience are complementary and who individually show promise of personal fulfillment and potential contribution in our particular program as well as to the nursing profession. Selection is based on evaluation of academic, personal, physical and motivational qualifications.

Courses of study in The School of Nursing require students to demonstrate the following:

1. Skills of effective, oral and written expression, e.g. analysis, research, organization, and composition techniques.
2. Specific reading and study skills necessary for comprehension and retention of content material.
3. Basic arithmetic and algebraic computation skills.
4. Skill in employing the tools of deductive and inductive reasoning.
5. Beginning skill in the scientific techniques of collecting and verifying data and usage of laboratory materials and equipment.

Since the number of applications far exceeds the available appointments, admission is competitive and the School reserves the right to select those candidates who appear, in the judgment of the

faculty, to be best qualified for the program in this School. Since applications are processed as received, applicants are encouraged to apply at the end of their junior year or early in their senior year.

Massachusetts General Hospital School of Nursing does not discriminate in selection on the basis of race, creed, color, sex, age or national origin.

The factors considered in evaluating each applicant include:

1. Secondary school record.
2. Ability and preparation as measured by the Scholastic Aptitude Test and the English and Level I Mathematics Achievement Tests of the College Entrance Examination Board.
3. The recommendation of the principal, counselor or dean of the secondary school or college.
4. Three references from teachers, employers or other qualified persons.
5. Personal essay of the applicant.
6. Health record.
7. Interview.
8. Personal qualifications, such as intellectual and emotional maturity and the motivation for self-actualization.

**Application for Admission**
All candidates must complete the application form provided by the School. A $20 non-refundable fee must accompany the application. Acknowledgement and appropriate forms and directions will be sent on receipt of the application. Decisions on appointments are made throughout the year as soon as credentials are completed, and applications will be accepted as long as there are places available in the entering class. Applicants who have fulfilled the entrance requirements may apply at the end of their junior year or early in the senior year and may be given an early decision contingent on satisfactory completion of the senior year.

**Special Consideration**
Men and women with exceptional backgrounds: age, years and kind of employment, military service beyond high school, marriage and child rearing are encouraged to apply for special evaluation of credentials. Special consideration may be given to unique life experience as a basis for entrance to the School. A High School equivalency certificate in lieu of a High School diploma may be considered.

**L.P.N.**
In addition, the School will admit a limited number of Licensed Practical Nurses who have satisfactorily completed a program and who have demonstrated initiative and growth in an acceptable work situation of one or more years. They will be offered some exemption in Nursing Theory and/or Clinical Nursing experience.

**Open Curriculum Concept**

The Faculty of the School of Nursing supports the NLN's concept of an open curriculum in nursing education which takes into account the different purposes of the various types of programs while recognizing common areas of achievement. Such a system permits student mobility in light of ability, changing career goals, and changing aspirations as well as requiring clear delineation of the achievement expectation of nursing programs. It recognizes the possibility of mobility from other health related fields. It is an interrelated system of achievement in nursing education with open doors rather than quantitative serial steps.

**High School Preparation**

Graduation from an approved secondary school with satisfactory completion of a college preparatory curriculum is recommended. A minimum of sixteen units corresponding to four major academic subjects each year must be completed. A unit is defined as a standard year's work in a full credit subject. Specific subject requirements are:

| | |
|---|---|
| English, 4 years | 4 units |
| Mathematics, 3 years (2 years of Algebra and 1 year of Geometry or the equivalent) | 3 units |
| Foreign Language, recommended | 2 units |
| History or Social Studies, 2 years Social Studies (History, Current Issues, Sociology, Problems of Democracy) | 2 units |
| College preparatory Biology, 1 year | 1 unit |
| College preparatory Chemistry, 1 year | 1 unit |
| Elective | 3½ or 3 units |
| | 16 units |

Recommended electives include an additional science, a fourth year of mathematics, social studies, and/or a third year of language.

Substitutions are not accepted for any of the required courses. Specifically, Business Mathematics, Bookkeeping or Hospital Mathematics may not be offered in place of the mathematics courses listed. Physics may not be substituted for Chemistry, nor General Science for Biology. Nurses' Chemistry or Nurses' Biology are not usually approved. Latin and a modern language are both acceptable. Preference is given to those applicants who rank in the upper third of their class. Choice of curriculum or "track" honors and advanced placement courses, and the manner in which class rank is computed are given appropriate weight.

Credit is not given for a "D" or a failure in a course. To be counted for full credit, the final course grade should be 10 points above the School's passing grade.

**College Entrance Examination Board Tests**

College Board scores are of value not only for admissions and guidance for this School, but for use in qualifying for postgraduate educational programs as well. The tests required are:

Scholastic Aptitude Test
English Achievement
Level I Mathematics Achievement

It is recommended that these tests be taken by November and December of the senior year to ensure sufficient time for review of the completed application. Junior year test scores are acceptable.

The tests are given in November, December, January, February, April, May and June, and application to take the tests should be made about a month before the test date. Students should designate the Massachusetts General Hospital School of Nursing (Code Number 3513) as a recipient of the scores. Students who did not designate the School as a recipient when they applied for the tests, may write to the College Board requesting that scores be sent to this school.

Detailed information about the tests may be obtained from most secondary schools or from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 27896, Los Angeles, California for western residents.

**Health**

A physical examination report on the form provided by the School and subject to approval by the School physician, is required of all applicants before appointment to the School. Applicants who live in the vicinity of the School may arrange individually to be examined by the School physician as private patients if they so desire. Applicants with disabilities which will probably not interfere with the study or practice of nursing may be approved on individual consideration.

**Interview**

A personal interview with the Officer of Admission is required for all applicants who live within a reasonable distance of the School. Appointments for an interview will be made when the applicant's record is nearly complete. Interviews cannot usually be arranged for Saturdays, Sundays or holidays. An alumni regional representative will interview applicants who live beyond a day's round trip from Boston. So far as possible, student guided tours will be provided on the day of interview for applicants who have not previously visited the School. An Open House is scheduled in the spring for entering students and a detailed discussion of the educational program of the Massachusetts General Hospital School of Nursing is presented. There is opportunity to meet with faculty and students.

**Course Exemption**

Applicants who enter from college must satisfy the requirements listed for high school graduates, but these requirements may be met by a combination of high school and college courses.

Transfer credit for college work or study in nursing education programs will be considered on an individual basis.

Students applying for transfer from other schools of nursing will be evaluated individually, and they must have met the course requirements of this School of Nursing before being considered. Students who have attended college and whose marks are sufficiently high may be allowed course exemption for courses that are substantially equal to those offered in the program at the Massachusetts General Hospital School of Nursing.

## Geographic Distribution of Students

| | Class of 1976 | 1977 | 1978 |
|---|---|---|---|
| Massachusetts | | | |
| Greater Boston | 40 | 31 | 35 |
| Outside Greater Boston | 52 | 42 | 36 |
| Maine | 4 | 1 | 1 |
| New Hampshire | 1 | 1 | 2 |
| Connecticut | 12 | 9 | 5 |
| Rhode Island | 3 | 5 | 2 |
| New York | 5 | 8 | 4 |
| New Jersey | 4 | 3 | 1 |
| Pennsylvania | 2 | 2 | 1 |
| Kentucky | 1 | 1 | |
| Florida | 1 | 1 | |
| Tennessee | | 1 | |
| Michigan | 1 | | 1 |
| Illinois | | 3 | |
| Colorado | 1 | 1 | 1 |
| Iowa | | | 1 |
| Oregon | | 1 | 2 |
| Utah | 1 | | |
| California | | 4 | 2 |
| Hong Kong | | | 1 |

## EXPENSES

| | First Year | Second Year | Third Year |
|---|---|---|---|
| Tuition | $1,100.00 | $1,100.00 | $ 900.00 |
| Room* | 500.00 | 500.00 | 500.00 |
| Fees | | | |
| (Resident) | 180.00 | 190.00 | 220.00 |
| (Commuter) | 175.00 | 185.00 | 215.00 |
| Manuals | 16.50 | — | — |
| Key Deposit | 5.00 | — | — |
| Total | | | |
| (Resident) | $1,801.50 | $1,790.00 | $1,620.00 |
| (Commuter) | $1,296.50 | $1,285.00 | $1,115.00 |

*Room costs do not include periods of vacation such as: Christmas, New Year's, and the summer vacation period or leave of absence. A student remaining in the Residence during these periods will be charged $5.00 per night.

The School reserves the right to change any costs to the students, should conditions warrant it.

Students are billed the above mentioned costs under a two-term, prepayment plan, approximately one-half due during the September registration, and the remainder during the mid-year registration period. Costs for student health insurance (approximately $240/year) are added to the bill for those students not covered under a family plan. Health insurance is required of all students.

Since commitments for instruction and other arrangements are necessarily made for the full year in advance, no refunds of tuition and fees can be made.

Other expenses include the costs for uniforms, books, various traveling expenses, and meals. These costs vary with the individual, the year in school, and the date of matriculation.

Certain additional charges may be necessary for some students. To take or repeat a course, charges will be based on the individual cost of the class and/or clinical laboratory. Specifically scheduled examinations and tutoring services are an added expense. There are service fees for course exemption application.

A student is eligible for advancement into the next term or year and for graduation only after all financial obligations to the School have been met.

**Withdrawal/Refunds**

Students who withdraw from the program are entitled to refunds according to the following:

100% refund of tuition and room costs during the first week of the term (excluding $50.00 Registration Fee prepaid by freshmen).

75% refund of tuition and room costs during the second week of the term.

50% refund of tuition and room costs during the third week of the term.

25% refund of tuition and room costs during the fourth week of the term.

No refund after the fourth week of the term.

No refund on fees regardless of date of withdrawal.

## FINANCIAL AID

**Purpose**

The purpose of the School's financial aid program is to provide financial assistance to students who, without such aid, would be unable to meet the expenses of Massachusetts General Hospital School of Nursing.

**Application Procedure**

Applicants for financial aid must complete the Parents Confidential Statement (PCS), or the Students Financial Statement (SFS), indicating Massachusetts General Hospital School of Nursing (Code #3513) on the form and submit the PCS to the College Scholarship Service, Princeton, New Jersey, and submit the SFS to the College Scholarship Service, Berkeley, California.

Applicants must apply annually for aid and entering students should complete the financial aid application while completing application for entrance to the School. Enrolled students are contacted by mail and receive new forms through the Committee on Financial Aid.

The Students Financial Statement (SFS) is for older students who are no longer claimed as dependents by their parents under the Federal Income Tax System. Married students are included in this category.

All other applicants are required to complete the Parents Confidential Statement (PCS).

**Eligibility for Aid**

In determining the student's financial need, the Committee on Financial Aid takes into account the financial support which may be expected from the income, assets, and other resources of the parents and the student. The family of a student is expected to make a maximum effort to assist the student with educational expenses and assistance from the School and other sources should be viewed only as supplementary to the efforts of the family.

Because funds are limited, applicants cannot anticipate receiving aid beyond their immediate School expenses.

**Types of Aid**

Financial assistance consists of scholarships, loans, and employment, which may be offered to students singly or in various combinations. The total amount of financial assistance offered a student by the School and by other sources shall not exceed the amount of need. In cases where students receive substantial awards from outside sources, the Committee reserves the right to decrease awards made through the School.

**Scholarships**

*School of Nursing Scholarship Funds*

Various scholarship funds established by gift or endowment exist. Funds are distributed randomly to eligible students. Some funds have specific eligibility requirements established by the donor. The following is a list of scholarship and loan funds.

Massachusetts General Hospital School of Nursing Alumnae Association Scholarships and Tuition Aid Gifts, established by the Alumnae, include: A Senior Dinner Award, announced at the senior dinner; the the Annual Alumnae Award, announced during Convocation; and several tuition aid gifts.

Martha McDowell Carpenter Scholarship Fund, 1966.
William C. and Jessie B. Cox Scholarship Fund, 1962.
Anne Crotty Scholarship Fund, 1961, established in her memory by her sister, Mrs. Helen E. Ward.
Nancy M. Fraser Scholarship Fund, established in memory of Nancy M. Fraser, class of 1914, and for many years health supervisor in the School of Nursing, by her brother and sister, Mr. Norman Scott Fraser and Mrs. Douglas.
Natalie McLean Keller Scholarship Fund, established in 1965 in memory of the wife of Dr. John Keller, Director of Student Health Services.
Lottie Potts Leland Scholarship Fund, established in memory of Lottie Potts Leland, class of 1910, by her husband, Dr. Ora Miner Leland.
Harriet Willoughby Merriman Scholarship Fund, established in memory of Harriet Willoughby Merriman, class of 1970, by her family.
Nancy E. Mitchell Scholarship Fund, established in memory of Nancy E. Mitchell, class of 1967.
Dorothy Dayton Morgan Scholarship Fund, established in 1961, by Mr. and Mrs. Thomas Toplin and classmates, in memory of Dorothy Dayton Morgan, class of 1945.
Scholarship Fund, established by an anonymous donor in 1969.
Jessie M. Stewart Scholarship Fund, established in memory of Jessie M. Stewart, class of 1935, Assistant Director of the School of Nursing, by her family, friends, and former students.

*Part-Time Employment*
Students are encouraged to consider carefully the extent of their academic work load before seeking employment.

*Veterans' Benefits*
Veterans Readjustment Benefits Act of 1966 provides educational allowances to veterans honorably discharged after January 31, 1955, if they have served on active duty more than 180 days.

*Armed Services*
In the beginning of the second year, students may apply for the Navy Nurse Candidate Program or the Army Student Nurse Program. If selected, the educational costs for the third year will be met and, in addition, a monthly stipend will be received. The obligation would be to serve two years on active duty as a Navy or Army Nurse.

## GENERAL INFORMATION

### Attendance

Students have enrolled in the School of Nursing primarily to meet the program objectives. The course offerings, carefully planned with many considerations in mind, are the most expedient route and means for achieving the objectives.

Students and faculty both want to meet course commitments. The School emphasizes the *experiences* which a student should have in order to complete a course successfully, rather than *the amount of time* allowed for absence. It is to be expected that some circumstances will intervene to prevent attendance on some occasions; or circum-

stances of importance to the individual will arise, and a decision to attend or plan to miss appointments will be made. It is to be expected that students will, at times, be absent and, if possible, will make a plan with the instructor beforehand.

Development of social, academic, and professional responsibility is accomplished through experience with choices. The ability to make responsible choices comes in part from accepting the positive and negative consequences of one's own decisions. The essence of the program for which professional experiences have been planned is recognition of one's responsibility to and for others, as well as self.

The planned sequential theory and clinical content is based upon *consistent* participation in the program. Prolonged or frequent absence from classroom or clinical assignment may prevent a student from meeting objectives. The consequences are seldom immediately apparent. Certain absences, like illness, cannot always be planned. Regardless of the reason, absence means loss of experience.

Instructors will state criteria for the successful completion of each course. When a student's absence interferes with the ability to meet course requirements, the faculty of that teaching area will assess the situation and determine which, if any, additional or substituted experiences the student may need. When the loss of experience necessitates the student's withdrawal from the School, the faculty determines the eligibility and the date of the student's return, his privilege of proceeding with his class in the School, and the method of meeting course requirements.

**Vacations**
Students have a designated number of weeks of vacation each year at times determined by the curriculum plans and overall program. The vacation periods for the School years 1975-1977 are as follows:

*Freshmen*
Two weeks at Christmas time, one week in February, one week in April, six consecutive weeks in the summer.

*Juniors*
One week in November, two weeks at Christmas time, one week in February, one week in late April or early May, seven consecutive weeks in the summer.

*Seniors*
Two weeks at Christmas time, Commencement in May.

**Withdrawals**
Students wishing to withdraw are requested to submit a letter of resignation to the Director of the School of Nursing, and arrange a Termination Interview with the Director of the School or a Coordinator. It is usual that the student will have discussed this with his family and some member of the faculty such as a Coordinator, Counselor, Faculty Advisor, Instructor or Supervisor of Student Health.

The faculty may request the withdrawal of students who fail to meet the course requirements in class or clinical practice at the end of the course or term or at the end of a suitable period of guidance and evaluation. Students may also be requested to withdraw for failure to meet acceptable standards of health, personal integrity, and School citizenship.

The faculty of the School of Nursing reserves the right to determine which students shall be eligible for re-admission. The decision to re-admit a student is made by the faculty after consideration of the individual circumstances and a review of the student's cumulative record and personal qualifications which might indicate suitability for and success in the program. Depending on the individual circumstances and the length of time elapsed between leaving the School and re-admission, special arrangements for review, for tutoring, or for repeating certain parts of the program will be made. The time when a student may re-enter is determined by the faculty on the basis of experiences required and the times when these experiences are offered.

**Evaluation, Advancement, Graduation**

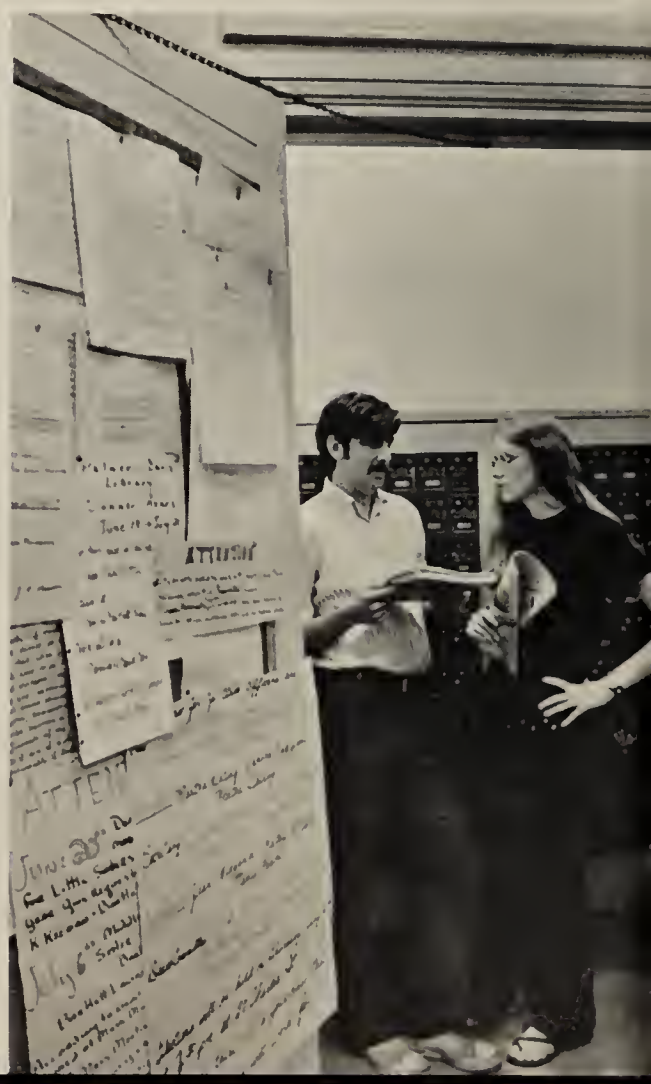
Evaluations by the faculty and by the student of progress are an integral part of the program, and are viewed as a means of guiding the student in the attainment of school objectives.

Various methods of evaluation include observation and rating of students in various phases of the program, teacher-made tests, projects, term papers, oral reports, clinical experience reports, National League for Nursing Standardized Achievement tests, conferences with instructors and faculty advisors, and the student self-evaluation, which is written in conjunction with each clinical experience. In this way, students can be and are expected to be aware of their standing in the School and seek assistance from instructors or faculty advisors as necessary. Each student's progress is reviewed at the end of every quarter. Course grades are announced at the end of the quarter or term in which the course is completed. A grade report is sent to the students at the end of each marking period. Parents or guardians may be supplied with a progress or grade report in accordance with school policy.

The standard of grading adopted by the School is as follows:

| | | |
|---|---|---|
| A | Outstanding | 4 grade points |
| B | Good | 3 grade points |
| C | Satisfactory | 2 grade points |
| Below C | | 0 grade points |

The cumulative average of all grades is expressed in quality points which are weighed according to the number of hours in each course. An average of 2.0 quality points, with demonstration of acceptable personal standards of integrity and good citizenship and achievement in meeting program objectives are required for graduation. Students advance from year to year as they satisfactorily meet course requirements, complete requisite courses, demonstrate ability in nursing, meet school obligations, and in the opinion of the faculty, are personally fitted to assume the responsibilities of the registered nurse.



Students who fail to meet the School's standards may, at any time during the program, be placed on warning or be recommended to withdraw. The Warning Policy is the method used by the faculty to keep a student informed when there is concern about the student's theoretical, clinical or behavioral performance in the School.

**Student Personnel Services**

The Student Personnel Service seeks to provide a program which recognizes and contributes to the developmental process unique to each student. The current needs and interests of groups of students and individual students are evaluated and utilized in developing a meaningful student personnel program within a living and learning setting.

Each member of the School of Nursing community contributes to the overall development of students by collaborating in a positive manner to educate, direct and guide them in structured educational settings as well as the varied non-academic aspects of student life. Additionally, it is expected that students will assume an active role in their own professional and personal growth and share in the development of their peers.

**Counseling Services**

Members of the Counseling Services meet with individual students and small groups to assist in: remedying an existing dilemma, preventing a potential problem, and developing skills leading to positive growth. A Counselor is available, upon request, to students and staff to discuss such situations as vocational indecision, academic pressure, family/marital conflict and emotional distress. Members of the service strive to maintain confidentiality when working with students and their personal concerns.

**Health Services**

The student is encouraged through sound practices in daily living to maintain and improve his own health, and to share in the responsibility of protecting the health of others.

A member of the Hospital Medical Staff and a Supervisor of Student Health are directly responsible for the care of the health for the students. Consultations with other members of the Hospital Medical Staff and with Clinics are arranged through the Health Office as the need arises. The Student Health Service maintains a daily Clinic for students

seeking care for illnesses, physical examinations, follow-up care, or guidance and instruction in the establishment of positive health habits. Chest X-Rays and physical examinations are provided at regularly scheduled intervals and as often as necessary throughout the school program.

Due to the cost of Medical Care all students are required to carry hospital insurance. They may enroll in the Student Nurse Group Blue Cross-Blue Shield plan which carries a Master Medical Clause. Students may be covered by family health plans, but should be sure that their coverage is adequate to cover hospital costs as the School accepts no financial responsibilities for hospital costs.

**Residences**

Living accommodations, with limited kitchen facilities, are provided for students who wish to live in Residences. Single and double rooms or suite accommodations are available. Students living out must be easily available by telephone. Lounge and limited kitchen facilities are provided for the use of students who commute.

**Dining Facilities**

The General cafeteria serves meals every day. Coin operated vending machines for snacks and beverages adjoin the cafeteria.

The Coffee Shop is open weekdays, except holidays, from 10:00 a.m. to 7:00 p.m.

**Extra-Curricular Activities**

The School sponsors activities and cultural pursuits which contribute directly to the student's personal, social and professional growth.

The Student Nurses' Cooperative Association is the official organization of the student body. Its Council meets monthly to plan and report progress on various activities. Mass meetings are held four times a year. In addition to the usual business meeting, the program may include speakers on subjects of general interest and various forms of entertainment.

The Association promotes student participation in district, state and national student organizations, sending delegates to local, state and national meetings. Within the Association are student Dormitory Board and a Dress Committee, which relates to residence and disciplinary affairs. The Big-Little Sister and Brother Program, another activity of the Association, plays an important part in student life.

Before entering the School, each freshman receives letters of welcome from his or her big and middle sister or brother, a senior and junior student, respectively. These students are available to offer friendship and assistance to the new student in making an adjustment to the School and dormitory.

**Marriage**

Students planning to be married should notify the Executive Office Assistant in order to update the permanent school record.

## PROGRAM OF INSTRUCTION

Each year of the program, while building upon preceding experience and contributing to the overall professional and personal growth of the student, presents new opportunities for learning and has certain unique features. Classroom instruction, demonstrations, field trips, conferences and opportunities to participate in the care of patients are included throughout.

The program is planned so that orientation and foundation courses in sciences and nursing come first. Nursing courses gradually introduce students to health needs of people and help them to recognize and accept their position as a member of the health team in this Hospital, other agencies and broader communities in which they will function as graduate nurses. Nursing courses help the student and teacher together to explore and participate in patient care situations of varying complexity and to progress from situations involving less responsibility, judgment, critical thinking and decision making to more complex situations.

A wide variety of experience is planned within the Hospital and other community agencies. Such a program, with its out-of-class assignments and expected preparation and study, implies the two-fold responsibility of the student, that is to make a personal contribution to nursing as well as to gain educationally from it. Teaching methods vary from course to course, as do the number of students in a class section. Small group teaching is provided in conferences, seminars and laboratory sessions, while lecture periods accommodate larger numbers of students in one session. In the freshman year, students begin with the study of the sciences; physical, biological, and behavioral. At the end of the first three quarters each student should have acquired a basic core of chemistry, anatomy and physiology, micro-biology

and nutrition. In the behavioral sciences there are observations, study and discussions relating to the community which the Hospital serves and to various social institutions and social and cultural factors affecting health, attitudes and behavior. Nursing is taught concurrently with the sciences. For a few hours each week there are planned experiences in patient care areas devoted to considering responsibilities for maintaining and promoting health as well as learning to apply science and nursing knowledge to the care of those who are ill. Experience with patients begins with the ambulatory patient and progresses to the moderately ill in the first six months. The second semester is devoted to the study and care of adults with medical and surgical disorders. The study of Human Behavior begins when the schedule changes to allow for more experience in the clinical setting. For two days each week students are assigned to units where a nurse instructor continues to be available and to guide student learning. Both theory and

practice are correlated in every assignment and the clinical laboratory is an integral part of each nursing course. The student learns to focus not only on the needs of the hospitalized patient, but also on the relationship of his illness to the patient's background and experience before entering the Hospital, and resources for meeting his continuing health needs once he leaves the Hospital. Pharmacology, pathology and nutrition care are included in all clinical nursing courses.

The second year provides classes and clinical experiences in four special areas of nursing. Maternal-Child Nursing is an integrated course: experiences in the delivery of infants, the care of new mothers and babies and the care of women with conditions related to the reproductive system are provided at the Boston Hospital for Women. Experiences in the Nursing of Children are provided at MGH. McLean Hospital, a division of the Massachusetts General Hospital, is a teaching hospital for Mental Health Nursing. The special hospitals not only offer exceptional learning opportunities, but also give further impetus to the student's growth in ability to adjust to new situations and to people with different needs. Experiences in the care of the ambulatory patient and an introduction to operating room nursing are also provided in the second year. At the beginning of the third year, the women receive the senior cap and the men receive a silver bar. The third year is a period during which emphasis is placed on increasing depth of knowledge and skill in contrast to the first and second year where emphasis was on acquisition of knowledge, new techniques and attitudes. Therefore this year is planned with objectives which differ in scope and direction and experience, which make greater and different demands on the student in terms of self-motivation, knowledge, skill and responsibility.

**Typical Program**

| | Course Hours | |
|---|---|---|
| | Theory | Clinical |
| First Year | | |
| Introduction to Group Dynamics | 20 | |
| Anatomy and Physiology | 88 | |
| Chemistry and Mathematics | 83 | |
| Microbiology | 42½ | |
| Nursing | 186 | 350 |
| Social Backgrounds for Nursing | 53 | |
| Human Behavior | 42 | |
| Nutrition | 57 | |
| Dimensions in Nursing | 10 | |
| Second Year | | |
| Maternal-Child Nursing | 176 | 428 |
| Mental Health Nursing | 80 | 170 |
| Nursing Care of the Ambulatory Patient | 50 | 120 |
| Operating Room Nursing | 64 | 109 |
| Third Year | | |
| Group Dynamics | 16 | |
| Professional Adjustments | 35 | |
| Nursing III | 130 | 675 |

## COURSE DESCRIPTIONS

### First Year

*Dimensions of Nursing (Nursing 101)*

An exploration of philosophies, perceptions, and definitions of nursing and their significance for the public; for the preparation, roles, and functions of nursing personnel, and for other members of the health team.

Some problems and issues concerning nursing and nursing education are identified and discussed, along with moral codes and ethics and their relationship to standards and legal controls. Basic principles of nursing jurisprudence are included with particular reference to student roles and responsibilities.

Miss Petzold

*Social Science 151: Introduction to Group Dynamics*
A seminar which is held during the first term of the first year. The purpose is to foster personal and professional growth during the student's first exposure to the opportunities and demands of becoming a nurse. Growth in personal emotional maturity is related closely to the development of professional identity. The seminar provides assistance with both experiences unique to nursing and the more general problems of growing up which are shared with other young people.

*Bio. Sc. 111, 112, Anatomy and Physiology*
An integrated study of histology, anatomy and physiology of the normal human body. Although normal structure and function are emphasized, illustrations of possible abnormalities are mentioned whenever appropriate. Individual laboratory experiences relate directly to class discussions and include dissections of fresh and preserved specimens. The course is structured to permit students to acquire a useful and accurate scientific vocabulary and to correlate scientific principles with clinical nursing.

Miss Gibbons and Assistant

*Bio. Sc. 121, 122, Microbiology*

The microbiology course consists of two parts. Part I includes classroom and laboratory experiences and is a general study of the morphology, physiology, immunological properties, infectious processes, transmission and the control of microorganisms. Part II of the course builds upon the foundation of the first part and is a study of specific pathogens and their relation to health and disease. The student acquires scientific information which is fundamental to nursing care, aseptic technique and his own health.

Miss Gibbons and Assistant

*Phys. Sc. 141, 142, Chemistry*

Basic chemical principles such as atomic and molecular structure, acid-base chemistry, gas laws, kinetic-molecular theory and a study of those functional groups which are prerequisite for biochemistry are considered. Topics in biochemistry include: chemistry and metabolism of carbohydrates, fats and proteins; homeostatic mechanisms of fluid, electrolyte and acidbase balances; and diagnostic laboratory tests. Lectures and laboratory.

Mrs. White and Assistant

*Basic Mathematics*

A sub-unit of chemistry. A brief review of arithmetic and simple algebraic concepts necessary for solving problems in the administration and preparation of medications. The metric system, the apothecaries' system, pharmacological terminology and approved abbreviations are included. Students must demonstrate adequate proficiency in pharmacological calculations in order to advance in the nursing course. Lectures and laboratory.

*Social Science 161: Social Backgrounds for Nursing*
By means of a series of personal and vicarious experiences, the student becomes aware of some existing social conditions and their emotional implications. The importance of culture—the learned ways of feeling, thinking, and behaving—in determining methods of meeting universal needs for the student as well as for the patient is emphasized. In becoming aware of the cultural traits and patterns of others the student may become further aware of his own cultural background.

Miss Sherwin

*Bio. Sc. 131: Nutrition*
Nutrients are studied in relationship to both normal adult needs and for patients with conditions requiring diet modifications. As these nutrients and food sources are considered, the student records and evaluates his own intake. Meeting the nutritional needs of hospitalized patients is emphasized in classes and conferences. Factors influencing food habits, control of food supply and food misinformation are also included. Case reports serve as the basis for comprehensive consideration of the application of principles of nutrition.

Mrs. Fleming and Assistant

*Nursing 171, 172*

Utilizing principles from the biological, physical, and social sciences, a program of correlated theoretical and clinical laboratory experiences enables the student to plan, implement, and evaluate nursing care for adult patients with common medical-surgical disorders.

Fundamentals of Nursing, Pathology, and Pharmacology are included as an integral part of the therapeutic plan.

A patient-centered, problem-solving approach is used with the focus on the care of patients with problems related to selected conditions appropriate to a beginning Medical-Surgical nursing experience.

Miss Brady, Mrs. Sipe and Instructors

*Social Science 162: Human Behavior*

A study of behavior, a series of efforts to satisfy universal needs, emphasizing normal emotional and social development from infancy through the life cycle. Through exploration of situations in classroom, in clinical area, and elsewhere involving interpersonal relationships, the course demonstrates principles of behavior and mechanisms of defense in operation.

Miss Sherwin

**Second Year**

*Nursing 280: Maternal-Child Nursing*

A twenty week course designed to assist the student in developing a philosophy, an appreciation and an understanding of the health needs of mothers, infants and children. The course content emphasizes the family as the major unit of our society. The course includes the normal growth and development of the child from conception through adolescence and the care of the well and ill child. Also incorporated into the course is the care of the woman with conditions related to the reproductive system with particular emphasis on the Maternity Cycle. The nurse's role in the promotion of health and in the treatment of illness is stressed. Discussion is planned to consider the emotional, cultural, socio-economic, nutritional and health teaching factors pertinent in maintaining family health. There are planned observations at community facilities related to Maternal-Child Health. Planned instruction is correlated with supervised clinical practice.

Miss Mahoney and Instructors

*Mental Health Nursing—Nursing 290*

A ten-week course which focuses primarily upon the experience of the student as he utilizes developing skills, knowledge and understanding in his relationships with individuals, groups, families and co-workers. Through frequent conferences and written accounts of his interactions, the student has opportunities to identify perceptions and feelings in planning, implementing and evaluating his approaches.

The student develops an understanding of psychosocial adaptation as it relates to biological factors, growth and development, and family and community networks with particular emphasis on mal-adaptive reactions to stress.

Discussions with guest speakers from other disciplines as well as field trips to hospitals and community agencies increase the student's awareness of the variety of approaches to the promotion of mental health.

Mrs. Ratney and Instructors

*Nursing 2(11)0*
*Nursing Care of the Ambulatory Patient*
A five week course planned to introduce the concepts of community organization, community health, and community health nursing in various settings. The theoretical content is correlated with clinical experiences, home visits, field trips, and observations at selected community health nursing agencies. The focus is upon meeting the needs of the ambulatory patient through utilization of health team members, identification of community resources, and development of plans to implement continuity of care.

Mrs. Powers and Instructors

*Nursing 2(10)0*
*Nursing Care of the Patient in Surgery*
A five week course planned to present the Operating Room experience as an integral part of the nursing care of the patient who has had surgery. The course is designed to further the student's understanding of the role the operative procedure plays in the total care of the surgical patient with emphasis on the application of the principles of aseptic technique in rendering this care. Theoretical content is correlated with clinical experience in the areas of general orthopedic, urological, neurosurgical, gynecological, plastic, pediatric, thoracic and cardiovascular surgery.

Miss Cahill, Miss Boswell and Miss Dutka

**Third Year**

*Social Science 351: Group Dynamics*

Through group discussion conducted by professional leaders, these seminars in human relations facilitate self-growth and the development of a sense of professional identity crystallized by the senior year experiences.

*Nursing 301, 302: Professional Adjustments*

This course has three units. Units I & III are intended to develop a perspective of nursing in the framework of present-day society and social trends, to explore practices and attitudes which at various periods have affected the sick and their caretakers; and to explore the development, changing structure, and purposes of nursing organizations; issues and trends in relation to nursing; legal considerations and legislation pertaining to nursing.

In the second unit the student explores opportunities available to the new graduate, professional requirements for readiness to assume the graduate nurse role, employer-employee expectations, and pertinent factors related to job procurement and satisfaction, and continuing education.

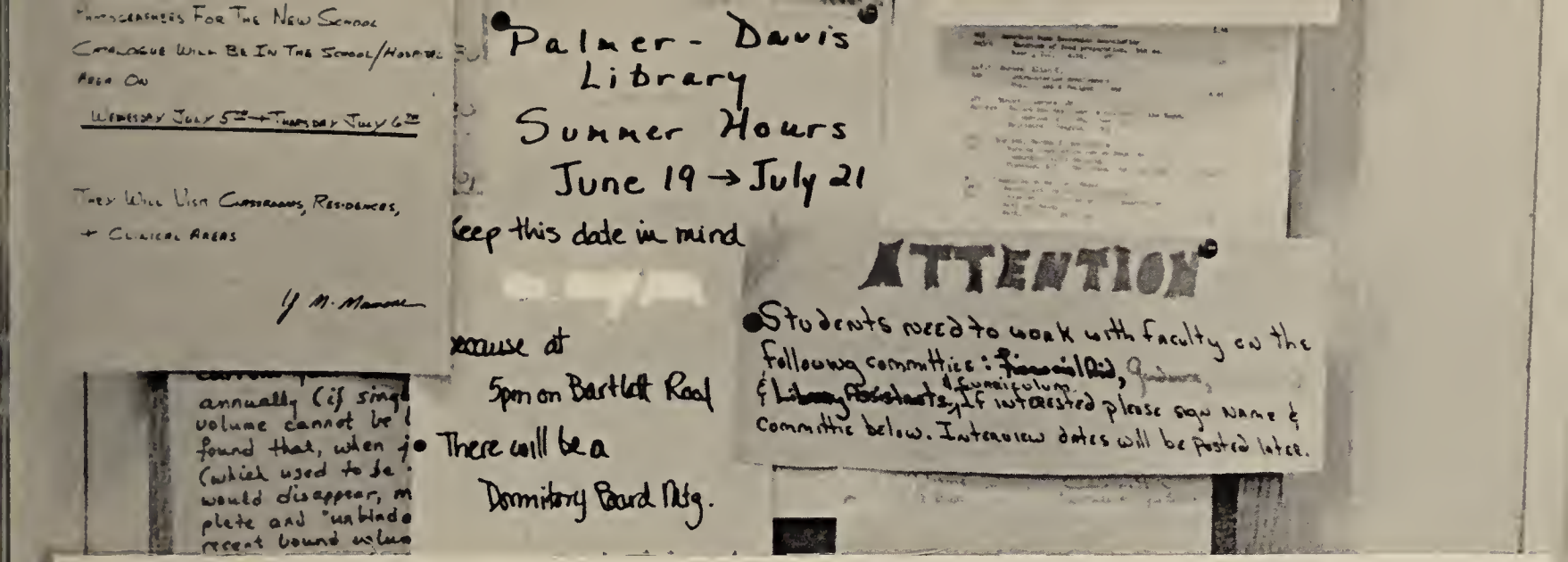
Miss Sherwin, Miss Petzold
Miss Mahoney and other Instructors

*Nursing 371, 372*

Nursing III consists of two courses, 371 and 372. Each course extends over an 18 week term, which is subdivided into two sections of nine weeks each. There is a two-week vacation during Nursing 371 (Christmas-New Year).

Learning experiences will be provided in the following areas: (1) Medical, (2) Orthopedic, (3) Surgical, and (4) Neurological. These experiences will enable the student to assess, plan, administer and evaluate nursing care for adult patients. Emphasis is placed on increasing depth of knowledge, and skill as he moves progressively toward the level of independence expected of a nurse generalist.

Mrs. McMahon and Instructors


Palmer - Davis
Library
Summer Hours
June 19 → July 21
Keep this date in mind
ATTENTION
Students need to work with faculty on the
following committee:
If interested please sign name &
committee below. Interview dates will be posted later.
There will be a
Dormitory Board Mtg.

**CALENDAR**

Registration, Seniors
*Second Monday, September*

Registration, Juniors
*Tuesday, day after Labor Day*

Registration, Entering Freshmen
*Tuesday, week after Labor Day*

Senior Capping
*Early September*

Holiday
*Columbus Day*

Convocation
*Ether Day Week*

Holiday
*Veterans' Day*

Parents' Day, Juniors
*Early Spring*

Holiday
*Thanksgiving Weekend*

Holiday
*Christmas Week*

Holiday
*New Year's Week*

Holiday
*Washington's Birthday*

Registration, all students
*February*

Holiday
*Patriot's Day*

Holiday
*Memorial Day*

Graduation
*May*

Holiday
*Independence Day*

Freshmen Terms begin
*September, February*

Junior Terms begin
*September, February*

Senior Terms begin
*September, January*

VACATIONS (tentative schedule)

| | | |
|---|---|---|
| Freshmen | Christmas-New Year | 2 weeks |
| | February | 1 week |
| | April | 1 week |
| | Summer | 6 weeks |
| Juniors | November | 1 week |
| | Christmas-New Year | 2 weeks |
| | February | 1 week |
| | April or May | 1 week |
| | Summer | 7 weeks |
| Seniors | Christmas-New Year | 2 weeks |

Student residences may be closed on Holiday weekends, and will be closed during vacation weeks at Christmas, New Year's and summer.

Massachusetts General Hospital
School of Nursing
Boston, Massachusetts 02114